



**High Ability Language Arts Units – Grade 5**  
**The Hero's Journey**  
**Classroom Management Strategies - July 2015**

Lesson Number	Suggestions for Facilitating Grouping
1	<p>To facilitate multiple pre-assessments and avoid student disengagement, consider administering one or two tests each day prior to starting the unit.</p> <p>Students who may be taking fewer pre-assessments might get started on practicing 4-level grammar in a small group with the teacher while the rest of the class finishes pre-assessments.</p>
2	<p>Group students heterogeneously for the concept activities so that those who might struggle with the higher level thinking required will be able to piggy back off of others' ideas.</p>
3-6	<p>The class may start as a whole group each day to discuss common activities and to organize the day.</p> <p><b>Rotations: (This term is used throughout this classroom management document when referring to the flexible grouping rotations described here.)</b></p> <p>To facilitate two or more groups for the anchor novel, consider other activities that need to be accomplished during the lesson or in the overall class for the day.</p> <ul style="list-style-type: none"> <li>• Use group rotation to have time with all of the students. Centers and independent activities can be set up for students to rotate through while the teacher meets with groups. Some examples of independent work in this unit might include             <ul style="list-style-type: none"> <li>- 4-level grammar practice</li> <li>- vocabulary web work</li> <li>- novel comprehension questions</li> <li>- research/reading informational text and background information on the novel</li> <li>- working on writing assignments</li> <li>- journal reflections</li> <li>- Hero's Journey Matrix work</li> <li>- CHANGE chart work</li> <li>- computer bank where students can access websites for lessons</li> </ul> </li> </ul>

	<p>It might be beneficial to set up a task sheet or a checklist for students working independently to refer to during the time that the teacher is meeting with the subgroups. The list can be posted on the board, in a learning management system, or on a task card.</p> <p>Consider setting some ground rules for the independent workers so that the teacher is not interrupted during his/her work with the group.</p> <p>Flexible grouping works well throughout the unit whenever the teacher needs time for conducting mini lessons, re-teaching, checking in on student writing, differentiating 4-level grammar or vocabulary instruction, or facilitating alternate readings or activities.</p> <p>Discussion questions may be handled as a whole group as often as possible in order for students to consider multiple viewpoints and make connections to each other's ideas.</p>
7	<p>So that all students may be involved in reading the play, consider placing them in groups that will allow for each to have a part to read/act out. One strategy is to create individual cards with each character on them. Place the cards in an envelope from which students can draw a character. Divide into groups for students to read the plays.</p>
8	<p>Use rotation strategy to meet with groups to discuss the differentiated writing assignments.</p> <ul style="list-style-type: none"> <li>• For the actual writing time, students might be best served in a writer's workshop format where each student is allowed his own time to write, revise, edit, meet 1:1 with the teacher, and give/receive peer feedback.</li> <li>• Some type of "tracking" chart can assist the teacher in knowing where each student is in the writing process. It can also help keep students moving on the writing. An inexpensive suggestion is to put student names on craft sticks with magnet tape on the back. Write the various stages as headings on the white board – planning, rough draft, editing, final draft – and students move their names to the appropriate heading. There may also be heading to receive 1:1 teacher time so that each student has the opportunity to check in with an adult editor.</li> </ul> <p>Extend writing time as necessary.</p>
9 - 11	<p>Use rotations strategy to meet with groups.</p>
12	<p>Use rotations to meet with groups for 4-level sentence practice.</p> <p>This lesson of self-reflection and peer and teacher reviews may be scheduled one or two days after Lesson 11 in order to give students time to write during class. A writers' workshop lesson in between Lessons 11 and 12 will offer time for the teacher to meet with students</p>

	individually or in small groups to offer suggestions and answer questions as necessary.
14	Use rotations strategy to meet with groups. Homework might be considered as an in-class activity during rotations to allow for additional teacher help, as needed.
15 -16	Use rotations strategy to meet with groups.
18	Grouping students in pairs or triads for the literature analyzer activity should help foster comprehension and connections to the concept of change and the hero's journey for all students.
19 - 22	Even if all students read <i>The Egypt Game</i> , flexible-grouping rotations may be necessary to foster comprehension and critical thinking regarding the concept of change and The Hero's Journey.
26	<ul style="list-style-type: none"> <li>Students might be best served in a writer's workshop format where each student is allowed his own time to write, revise, edit, meet 1:1 with the teacher, and give/receive peer feedback.</li> <li>Some type of "tracking" chart can assist the teacher in knowing where each student is in the writing process. It can also help keep students moving on the writing. An inexpensive suggestion is to put student names on craft sticks with magnet tape on the back. Write the various stages as headings on the white board – planning, rough draft, editing, final draft – and students move their names to the appropriate heading. There may also be heading to receive 1:1 teacher time so that each student has the opportunity to check in with an adult editor.</li> </ul>
28	Consider administering post-assessments one per day. Students who are taking fewer assessments may have alternate assignments or may finish up any work from the unit. (ex: journal entries, 4-level grammar work, The Hero's Journey Matrix, CHANGE chart)